

DOCUMENT RESUME

ED 073 233

VT 018 539

TITLE Job Education: An Educational Work Experience Program, 1968-1971.
INSTITUTION Junior Achievement, New York, N.Y.
PUB DATE 71
NOTE 47p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Disadvantaged Youth; *Educational Programs; Employment Programs; Job Placement; *Job Training; *Work Experience Programs; *Youth Agencies; *Youth Employment; Youth Opportunities; Youth Programs
IDENTIFIERS Junior Achievement

ABSTRACT

Intended as a guide to assist in the implementation and operation of summer work-education programs for underprivileged teenagers, this manual represents an accumulation and analysis of three years' experience with summer programs. Included are discussion of: (1) preparatory aspects involved in planning a program of this sort, (2) suggestions for a desirable organizational structure, (3) operations necessary to insure proper functioning of the program, and (4) appendices containing samples of company and individual registration forms, attendance reports, achiever information forms, advisor training agenda, guidelines for meetings, and a list of officers' duties and center rules. (Author/SN)

ED 073233

FILMED FROM BEST AVAILABLE COPY

Job Education



**An Educational
Work Experience
Program**

VT015538

Junior Achievement



INTRODUCTION	History of Job Education 1968 - 71	1
	Legal Aspects	2
	Benefits	3
PREPARATION	Contacts with the J.A. Board	5
	Contacts with Government	5
	Contacts with Junior Achievement	5
	Suggested Planning Schedule	6
ORGANIZATION	Recruiting Sponsors	7
	Selecting a Product	8
	Advisers	10
	Summer Staff	10
	Regular Staff	11
	Training	11
	Staff	11
	Advisers	12
	Facilities	12
	Recruiting Achievers	12
OPERATIONS	Program Cycle	15
	Company Structure	15
	Scheduling	16
	Achiever Education	16
	Compensation	20
	Banking	20
	Incentives	20
	Costs	22
	Insurance	22
	Accounting	23
	Communications	23
APPENDIX	Job Education Registration Form	25
	Job Education Company Registration	25
	Weekly Attendance Report	25
	Achiever Information Form	26
	Agenda for Adviser Training	27
	Adviser's Meeting Guidelines	31
	Special Duties of Officers	40
	Sample Center Rules	42
	Liquidation Schedule	44

FD 073233

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

- 1 -

Junior Achievement
Worksheet

A History
of the
Job Education Program
1968 - 1971



In 1968 the National Alliance of Businessmen which is organized primarily for the purpose of securing employment for needy people, activated their concern that many young people would have unproductive summers unless some useful and meaningful activity was provided for them. Because many of the businessmen and organizations in the alliance are also active in Junior Achievement, and therefore familiar with J. A. and the adaptability of the program's resources to the type of activity they were seeking, they turned to us for assistance in seeking a solution to their concern.

As an existing and operating enterprise, rather than one which must be created from the ground up, we had a number of valuable assets:

- . a wealth of leadership talent in the Area and National Boards of Directors;
- . an experienced staff with know-how in dealing with teenagers;
- . facilities for production, space and equipment;
- . liaison with school administrators and teachers;
- . liaison with business organizations and top management;
- . an established reputation in the field of teaching business;

- . established techniques, program materials, manuals, etc. from which adaptations can be made for this activity;
- . a pool of advisers and former achievers from which assistance can be drawn if needed;
- . recognition on the part of governmental agencies at local and national levels.

In the spring of 1968 we were asked to explore the possibility of providing a modified Junior Achievement activity that could effectively help with this problem. Although the target date for the initiation of these J. A. programs was in 1969, Owensboro, Kentucky and Detroit, Michigan, did the pioneering work for the new activity by conducting successful programs in 1968.

In 1969, 13 areas involved 884 achievers in a Job Education program in which the achievers were divided into companies that elected officers, kept records, and worked as a unit on a subcontract provided by a sponsoring firm. Two other areas assigned achievers to specific tasks provided by sponsoring firms and 6 areas conducted some sort of summer activity for minority group achievers.

The typical 1969 Summer Program was a very successful venture. Companies in many areas broke production quotas, achiever attendance averaged over 95%.

During the summer of 1970 the number of areas operating a Job Education Program increased to 23 with 1329 young people involved. The programs followed a pattern of an 8 week cycle with the young people working 3 hours a day, 5 days a week and receiving 4 hours of economic instruction a week.

All areas reporting felt the program had been an effective one. They defined effectiveness to be stimulating interest in the young people to continue their education, acquainting them with the Junior Achievement Program, and providing meaningful employment and income.

In two areas, Milwaukee and San Francisco, participants received school credit for successful completion of the program.

All areas reporting indicate that they intend to operate a Job Education Program in 1971.

The Manual

This manual is intended to serve as a guide for a summer program operation and it represents an accumulation and analysis of three year's experience with summer programs.

Legal Aspects

The program is intended to provide job training and education for

underprivileged teen-agers, and the high purposes of the program have been recognized by those who have come in contact with it. Although this activity involves the manufacture of a product, the concept of the Junior Achievement Summer Program is educational in nature - - this includes many of the production aspects of the program as well as the hours spent directly in educational sessions - - and is not intended to be "work" within the meaning of such statutes as child labor laws.

Thus, it is not necessary to pay the \$1.60 minimum wage, take out withholding tax, and pay social security - - although it is recommended that the \$1.60 per hour wage be paid since it does give the achiever a feeling that his educational experience is in an adult role.

One potential source of legal difficulty is easily removed by maintaining safe machinery and working conditions, and by stressing safety to the achievers. (The machinery used should be acceptable to the State Department of Labor.)

To make certain that the nature of the program is understood by those who come in contact with it, all publicity on the program should make clear its purpose and stress its educational aspects.

Benefits

To the Community:

- . The experience helps to make the achievers better citizens
- . Racial harmony is promoted.
- . By providing knowledge of educational and skill requirements needed for various types of employment, the Program helps the achievers in planning for their future, and hopefully helps to decrease the unemployment rate of the future.

To the Participants:

- . The Program aids the achiever's personal and family financial condition.
- . The achiever receives an insight into business.
- . The Program gives a basis for a job reference in the future.
- . It promotes the identification of the individual as a responsible person, letting the achievers take full advantage of the time away from formal schooling.
- . Officers have the opportunity to develop leadership potential.
- . The educational aspects of the program make a valuable contribution to each participant.

- . There is the opportunity for the achievers to meet others in their own age group, and some that are not, such as businessmen.
- . It helps the participants raise their sights for their future.

To J. A.:

- . The Program gives J. A. the chance to make its own contribution to the solution of a major domestic problem coupling its experience with the support of business. If J. A. does not use this opportunity, business will seek out other programs or initiate their own.
- . It focuses additional attention on J. A. by showing youth and business in a new dimension.
- . It enables J. A. to strengthen contacts with the business community and those in the educational field.
- . In some cases there will be opportunities to employ former achievers as staff personnel.

To Sponsors:

- . The program offers a comprehensive package designed to meet the needs of business to help solve the problem of summer youth unemployment.

PREPARATION

Contacts with the J. A. Board

Apart from the necessity of obtaining the Board's approval to run a Summer Program, it is very desirable to have the Board and the individual members as enthusiastic as possible about the Summer Program. Board members can be of great assistance in such areas as sponsor recruiting, contacts with school boards, and the educational aspects of the program (supplying speakers, films, plant tours).

The following points will help enlist the support of your Board for this program:

- . Present for the Board's consideration the outline of benefits that is listed in the manual.
- . Supply the Board with information on successful programs that have been operated in other areas. If possible have a staff member from an area that has conducted a summer program give a presentation followed by a question and answer session.
- . If the Board would like additional insight on the program, encourage them to write to the Board of one of the 1970 summer program areas.
- . The staff man may wish to add his own thoughts on the desirability and feasibility of the program.

Contacts With Government

- . Ascertain applicable laws regarding working conditions for, and the operation of machinery by minors.
- . Before entering into a relationship with a governmental agency other than those described in this manual, be certain to contact your Regional Office in case the matter is one that needs coordination or involves J. A. policy.

Contacts Within Junior Achievement

Questions, planning assistance, and reports on the program should be handled through the same channels as would be used for the regular program.

Each area operating a Job Education Program should file program registration and a company registration with the National Program Department. (See Appendix) Weekly attendance reports should be sent to the National Program Department.

It is especially important to complete and file a year end report with the National Office. Forms will be supplied for this purpose.

Suggested Summer Program Planning Schedule

The following schedule is offered as a guide for planning and implementing a Job Education Program. It contains the basic steps and time patterns necessary to open the program in mid June.

BY JANUARY 30

Obtain Board approval and assistance.

BY FEBRUARY 15

1. Determine facilities to be used.
2. Sound out counselling firms.
3. Have cost estimates ready.
4. Determine Achiever recruiting method.

BY MARCH 15

1. Get final commitment from sponsors.
2. Hire summer coordinator

BY APRIL 1

1. Deadline for selection of product or service.
2. Review budget with sponsors.
3. Set up educational aspect of program.

MAY 1 - 15

Begin recruiting

MAY 15 - 30

Train Advisers

JUNE 1 - 15

Tie up loose ends:

1. Center ready
2. Insurance purchased
3. Notices of acceptance completed
4. Press coverage of opening arranged
5. Reconfirm dates of guest speakers at educational sessions

JUNE 15 - 30

Open Program

ORGANIZATION

Recruiting Sponsors

Once the Board is committed to operating a Job Education Program, the next step is to recruit sponsors. One of the major resources in sponsor recruiting can be the local Board: if the Board is made aware of product and cost requirements, they may be able to suggest a list of potential sponsors (for a listing of 1970 sponsors see Appendix).

Once a list of potential sponsors has been obtained, you may wish to consider one of the following approaches:

- . Send out a preliminary outline of the program and ask those interested to come to a meeting. At this meeting (which may be more effective if held as a Continental breakfast or luncheon meeting) a presentation would be made and a complete outline of benefits, structure and costs would be handed out and discussed. Personal contacts by staff or Board members would follow.
- . Another method would be for a staff or Board member to contact personally each potential sponsor right after the mailing. The mailing might even be eliminated, and the contact be used as the first step.

Regardless of the method, or methods, of contact, the request made should clearly outline the expected costs of the overall project and a conservative estimate of what expenses can be recaptured.

It is very important that each sponsor should understand these points:

- . The sponsor of the project must agree to guarantee the whole unit cost with the understanding that excess funds at the close of the project will be refunded.
- . The \$4,000 to \$5,000 per unit that are needed to launch the project (see the section on costs) represent the total outlay necessary to cover all the expenses involved but do not reflect net cost of the project. The net cost should be lowered considerably through the value of the sub-contract production. Projects should not be launched unless underwriting is assured.
- . The sponsor is expected to supply advisers for the company and to conduct a tour of their plant. Costs for advisers, as well as shipping costs, are not included in the \$5,000.
- . Sponsors should be responsible for recruiting at least two advisers per company, and it is expected that the advisers will receive time away from their regular jobs to assist the J. A. company. Advisers should be paid

on a regular basis. The special opportunities of the program and the fact that it will not involve the free time of any advisers should simplify the recruiting. If a sponsor is willing to assume the responsibility for a company, but is unable to provide advisers, consideration should be given to hiring graduate achievers now in college for a summer job in this capacity.

- . Sponsors will have to supply any tools that are not available at the J. A. Center. Sponsors should schedule at least one plant tour, and should arrange for at least one of the education topics to be presented by one of their executives.
- . Sponsors would add to the status of the achiever's company if they were given a sponsoring firm I.D. badge.

Selecting a Product

A discussion of products is placed here since the ability of a potential sponsor to supply a product for the achievers can be the major factor in recruiting a counselling firm. The following considerations bear importantly on this aspect.

- . The product or service of the achievers should be something the sponsoring company can truly use. A properly chosen product will mean neither the sponsor nor, more importantly, the achievers will feel that all they are involved in is a "charity" operation. It should also be of a nature that requires some but very little training and can be supervised by achievers.
- . The achievers' product should be something really tangible and if possible have some "glamour" to it. One of the most successful companies in 1969 made an advertising gimmick for the counselling firm (a replica of the sponsor's shipping box filled with golf balls and used as a gift premium). A sponsor who can offer acceptable work should certainly be recruited, however, even if the product is not "ideal". Look for creative new ideas; avoid competition.
- . Types of products or services:
 - . parts packaging
 - . parts inspection
 - . cleaning and polishing of parts (includes telephone work such as buffing transmitter and receiving caps; refurbishing switches)

- . signs
 - . tie clips
 - . drilling jobs
 - . steel shelving
 - . mold spacers
 - . wooden dowels
 - . book packaging
 - . market research
 - . mouse pest strips
 - . tire clips on masonite
 - . washing of company cars
 - . delivery of parts and packages
 - . manufacture of advertising gimmicks
 - . simple sub-assembly jobs; making things from forms
 - . painting, spraying, greasing of parts and products
 - . sorting of telephone cards, manufacture of miniature phones
 - . sewing and cutting materials e.g., workshop aprons
 - . electrical circuit work (connecting boxes, conductors, and miscellaneous parts)
- . Careful consideration must be given to the sub-contract secured to assure that the young people could meet reasonable production quotas within the \$1.60 per hour price plus costs of instruction pay.
- . An acceptable contract would be one that would be able to provide for meeting the costs of production plus a margin left over which would be distributed as a bonus if the quotas are met. There should always be a sufficient quantity of work available - do not permit down time. The product should not require frequent delivery of raw materials and pickup of finished products, since this would greatly increase the shipping costs the sponsor has to bear.



- . If a firm feels it is unable to guarantee the cost of a unit but has a product that could be used in the program, an arrangement could be made where the firm will pay fair value for the products and the remaining costs would be assumed by a foundation or some other company.
- . Another option is the type of operation where jobs for individual achievers (or groups of them), and not for a company unit, are supplied by the sponsoring firm.

Advisers

The sponsoring firm should agree to supply advisers who will supervise the company along J. A. lines, guiding the company with close direction at the very beginning and quickly turning over the responsibility for the company's operations to the achievers. Advisers will, on occasion, serve as instructors for the educational sessions.

There should be 2 or 3 advisers per company; avoid asking for too many or too few.

While there should always be one adviser in attendance, not all need be present at one time. With a 15-hour program, the time each adviser would need to spend away from his regular job could be as low as 8 to 10 hours if three advisers were assigned.

It would be beneficial if at least one of the advisers were a member of a minority group represented in the program.

At the end of the program, the advisers would evaluate the work of each participant so that every achiever would have a complete job reference for future use.

Staff

Summer Staff:

It is advisable to hire an additional staff member whose sole responsibility is the Summer Program. Principals and teachers from inner-city schools are good prospects for this job. Graduate achievers also fill this role well.

The person selected should receive between \$150 and \$200 per week for the eight weeks of the program plus one or two weeks of lead time and about one-half week of wrap-up time.

The summer staff person will have overall responsibility for the program. Included in his duties will be officer orientation, counselling of advisers and achievers as needed, maintenance of records, the establishing policies applicable to all companies (e.g. excessive absences) in coordination with regular staff, scheduling of speakers and topics, public relations, and contest judging. He would also be partially responsible for adviser training

if hired with sufficient lead time.

Regular Staff:

The necessity for participation by the regular J. A. staff will vary according to local needs. Apart from sponsor recruiting and the initiation of achiever recruiting, the staff, at a minimum, will have to train the summer man. If his selection and training are sufficiently early, the summer staff will be able to assume an active role in achiever interviewing and adviser training; if not, this responsibility will rest wholly with the regular staff.

The regular staff should make some preliminary arrangements on scheduling topics and speakers, and they should be of help to the summer man in finalizing these arrangements. They should also be of assistance in the public relations aspects of the program.

Training

Staff:

Staff training should consist of the following points, using this manual where applicable as a reference tool.

- . A general introduction to Junior Achievement (history, purposes, structure, etc.) and the Summer Program.
- . a review of the duties of the Summer Director
- . a review of the sponsoring firms and their products
- . an explanation of the company formation (charter, by-laws, stock)
- . an explanation of the duties of officers and officer training
- . an explanation of the records the companies will be using.
- . a discussion of achiever compensation
- . an explanation of the role of advisers plus a review of adviser training
- . a review of appropriate sections of the company manual

During the time of training, contest procedures, some of the plans for achiever education and the rules for the Summer Program should be finalized.

The training of the summer man should make clear that the assistance of the J. A. staff is available whenever needed.

Advisers:

Use the adviser training agenda, the meeting guidelines for advisers and any sections of the Adviser Training Manual you feel are applicable.

Giving the advisers the confidence they need, as well as the basic information, should be a prime objective of your training sessions. Experienced advisers from the regular program can be effective in this regard. To help the advisers in their adjustment to working with teenagers, some comments on the attitudes and interests of the "younger generation" should be included.

The advisers should know that there will be regular meetings for all advisers with the Summer Program Director.

Preliminary arrangements should be made with the advisers to speak on achiever education topics for which they are qualified.

Facilities

In most areas, the J. A. Center will prove to be the best facility to use for the Summer Program. Access to the J. A. Staff, availability of machinery, and minor costs for the use of the building are some of the advantages.

Other areas will want to obtain another structure, e.g. if the J. A. Center has poor ventilation, its location makes it inaccessible to the achievers, the center lacks adequate storage facilities or if they are adequate but the location makes shipping a great expense.

Recruiting Achievers

Through Schools

Preliminary contacts:

The decision as to the schools where you will recruit will in part be determined by the decision as to what kind of achiever you wish to have in your program. For example, if your area has a high school geography that results in schools being predominantly Black, Spanish-speaking and Caucasian, and you wish to have all these groups represented in the program, you will have to recruit at a school in each of these areas.

The advantage of such ethnic diversity is that it provides an opportunity for the races to achieve mutual understanding and respect. The disadvantage of such a mix is that you may have to turn down achievers who, apart from this consideration, you would prefer to accept since you feel they have a greater need for the program.

When you have decided upon the schools where you will recruit,

arrange for a meeting with each school's principal and guidance counselor(s) to explain the program to them. One method of arranging for this meeting would be to send the "question and answer" sheet on the program to each of these persons accompanied by a letter asking for their assistance and informing them that a phone call will follow to request a meeting with them.

The use of high school counselors:

It is advisable to have counselors rather than J. A. staff do the recruiting since they know the students, are used to talking with them, and can avoid disappointing students who would not be accepted by limiting the number of applications they issue.

The type of achiever in the 1970 program ranged from those referred to it because of school problems, economic circumstances, and trouble with law enforcement agencies, to those who were recruited on the basis that they were likely to complete the program. 90% were Black, 98% were considered at poverty level and 51% were girls.

If you have a standard in this area, make certain that the counselors know what it is.

The counselors should also know your age guidelines, the family income level that will qualify a student for the program, the male-female ratio you would like, and whether you will accept dropouts they may know or only those in school.

Counselors should be supplied with copies of the "question-and-answer" sheets and application blanks to minimize the problems involved in turning away numbers of applicants. Set a specific number for the counselor to give applications and to recommend. If you have decided upon an 80-member program limited to those still in school, the counselors at four inner-city schools could each recommend twenty for definite consideration plus four students to act as a reserve if needed. Tell the counselor that you will inform him if some circumstance, such as a male-female imbalance among the eighty who are recommended, should make it impossible to accept a recommended achiever.

When the applications have been filled out, the counselor should give the completed forms to the J. A. Staff man.

It is advisable to have one further step before the first day of actual operations to ascertain how many of the eighty recommended achievers will actually participate. One method is to have an interview for all achievers a week or two before the program starts, letting you know how many of the reserves you should contact and giving the achievers the benefit of an interview experience. The interview letter should be sent to the eighty students, followed by an interview conducted by the summer staff and/or the summer program advisers. If they have not been selected, or are unavailable, members of the J. A. staff, advisers from the Winter Program, or reliable graduate achievers could conduct these interviews. The

"Achiever Background Sheet" can be filled out by each achiever when he or she arrives for the interview; this sheet can then be used in the interview and in making assignments to companies.

Another method is to have a group meeting to explain the program and help in making assignments to companies to gauge the number of reserves you ought to contact. Attendance for this meeting would be mandatory.

Through Agencies

Consideration should be given to enrolling some school dropouts in the program; the business skills acquired in the activity coupled with a favorable job record could help an unemployed teenager get a job, or perhaps provide the motivation needed to return to school. The best sources for this type of person, and another source of achievers still in school, are the agencies in the community such as church and Y groups, community organizations, social workers, and government agencies such as OEO and State Employment divisions.

The preliminary contacts and follow-through could be handled very much like recruiting through the schools. Avoid making commitments on accepting achievers that you may not be able to fulfill. This is particularly true where an agency is making a "best efforts" attempt at recruiting; for example, it may refer so many applicants that when they are added to other referrals your program capabilities are exceeded.

Through Direct Recruiting

The one instance of direct recruiting occurred when there was a 75% showing on the first day of one center's operation. The achievers' response to the request that they each bring a friend was so positive that the program had 25% more achievers than they originally planned for, instead of being 25% short. It is possible to use direct recruiting, but the other methods produce more controlled results.



OPERATIONS

Program Cycle

Since the Summer Director will need lead time to organize the project and because the achievers should have a break after the completion of one school year and before the beginning of the next, the maximum length for the program is about ten weeks. In order to provide an adequate work opportunity and a good educational program, the Job Education program, at a minimum, should be eight weeks in length.

The best schedule for an eight-week program is from mid-June to Mid-August. This scheduling allows for organizational time, "break periods", and permits the top achievers, if selected to attend the National Achievers Conference.

Company Structure and Procedures

Formation of the Company:

Each company will select a name, apply for a charter, and adopt a set of by-laws (See the meeting guidelines for advisers, appendix)

Each achiever should purchase one share of stock himself. Some areas have the achievers sell one another a share of stock.

Officers:

In a company structured operation, the company members select their own officers who bear a major responsibility for the welfare of the company. These should be a President, Vice President of Production, Treasurer, and Secretary (who may assume the role of Personnel Director), plus other officers as needed.

For the duties of officers, see appendix. The director will conduct an officer training course.

Record Keeping:

Each company should keep these basic records:

- . time sheet and payroll
- . income ledger
- . expense ledger
- . stockholders' list and inventory (if needed)
- . profit and loss statement at liquidation
- . management record form

Production:

All participants in the program should observe the center's safety rules. Make this a key point in staff, adviser, and achiever training.

The officers of each company, with the help of the advisers, should establish reasonable production quotas. Achieving the quota can be the basis for bonuses and for points in company contests.

The companies should be encouraged to rotate job assignments as the program goes on.

For some hints on production training, see appendix, First Day, Section IX.

If it is decided to permit breaks, they should be staggered in such a manner that will best suit the operation of the center. The staff man should consult with the advisers to establish the schedule.

Scheduling

Fifteen to twenty hours per week is an adequate time schedule, and if allocated over five days, will mean three to four hours per day for each company. One hour should be set aside for formal education sessions, the remaining hours for productions.

If a three-hour program is operated in the morning alone, the schedule could be:

9-11 - - production
11-12 - - education

Some areas had companies meeting in the afternoon as well as the morning. In this situation, both morning and afternoon companies could attend the same educational session.

Morning Units: 10-12 - - production
 12- 1 - - education

Afternoon Units: 12- 1 - - education
 1- 3 - - production

Achiever Education

In an eight week cycle with one hour of instruction per day, there are about forty hours in which to present an educational program. Planning is an important element in this program and particular attention should be given to the choice of speakers - - make sure they can present their material well before selecting them - - and the choice of topics.

Suitable instructors include qualified advisers, educators, staff specialists, executives from sponsoring firms, other specialists from business, J. A. Staff, community leaders and graduate achievers.

Useful materials might include films and slides, pamphlets from J. A., prepared discussion topics, plant tours, publications from the sponsoring firm organizations represented by guest speakers and the "Practical Business Economics" program (Michelson films).

Subject Matter:

The following subjects are suggested topics for the education sessions. They have been grouped under general headings, and one method of presentation is to complete each major area before moving to the next.

It is suggested that the business topics, for which it should be relatively easy to arrange speakers, be scheduled first, leaving the staff more time to make speaker arrangements on the others. This scheduling has the further value of explaining business operations just as the achievers are setting up their own business and it treats the function of an employee just as they are getting into production.

General Orientation to Business

- . why businesses exist
- . types of businesses (corporations, et. al.)
- . How a corporation works (stockholders, Board of Directors, etc. - if not covered sufficiently in the organization of the J. A. companies).
- . roles of management and labor
- . functions (i.e., executives, financing, accounting, production, sales, safety, Q. C., personnel, P.R., record-keeping; a sponsoring company executive in each area would be the ideal speaker here).

The Individual and the Corporation

- . Applying for a job (applications, interviews, personnel practices and testing, physicals, references and credit rating; suggested speaker, sponsor's personnel director)
- . duties of an employee (attendance, punctuality, reasonable work efforts, observance of rules and safety standards)
- . teamwork
- . how to get a promotion

- . duties of an employer (fair pay, safe working conditions, equitable relations with employees; with explanation of wage scales, pension plans, insurances and other fringe benefits)
- . general office/plant practices and procedures (vacations and holidays, lunch hours, coffee breaks, typical rules)

Orientation to Business Machines

- . office: mimeograph, copiers, telephone (multiple extension), adding machines, computers
- . plant: drill press, sander, bandsaw, welder

Careers and Education

- . need for relating education to career choice
- . value and types of schools (vocational-shop, beauty, nursing, secretarial, academic)
- . how to get in - - how to finance - - how to study

Government and the Citizen

- . Responsibilities of government (suggested speaker: state senator or other elected official).
- . Responsibilities of the citizen (including the changing of society by use of the vote, petition, assembly, etc.)

The Community

- . ethnic and racial relations
- . responsibilities of business to the community
- . community problems: causes and remedies of unemployment, where to get help when looking for a job, problems of families including alcoholism, as reviewed by a qualified psychologist, etc.; drugs (suggested speaker is a former addict or a doctor, not a police officer; crime and law enforcement (suggested speakers are a police official and former convicts); law and justice in a free society (suggested speaker is a legal aid attorney, speaking on laws that apply to them and services available; a court visitation would be beneficial).

Personal Development

- . health - - hygiene - - grooming - - diet - -

Finances

- . budgets - - social security - - tax responsibilities
- . credit and personal finance

Capitalism; Junior Achievement

- . business economics
- . concept of free enterprise
- . benefits from the Winter Program

Throughout the program, individuals from various career fields could be scheduled for talks on their occupation or profession. For example, the session on stocks could easily be combined with a talk on careers in the investment field.

You should add to this list any topic not included which you feel the achievers would benefit from hearing; delete any topic for which you have no qualified speaker or appropriate resources.

A notebook for each achiever, containing outlines of speeches, job hints, career explorations and other material from the program's speakers would be a valuable and permanent record of the education sessions for each achiever. Some space for note-taking would be included, but the taking of notes should not be required or it will seem too much like a school environment.

Each speaker should be briefed on the program, the achievers, the type of talk that is most likely to be well-received, and the desirability of including a question and answer period. If material on a lecture is available, give it to the achievers 2 or 3 days in advance so they will have the opportunity to prepare for the talk and for the question session.



If the sessions are well received, they could be extended on a voluntary basis beyond the official close of the day. If, on the whole, they are not well received consider shortening the hour period until the reason for the nonacceptance has been found.

Center Rules

See appendix for sample listing.

Compensation

To make the experience as financially rewarding to the achievers as possible without burdening the sponsors, it is suggested that the achievers be paid \$1.60 per hour of production. \$.50 per hour is sufficient for the education sessions.

A possible salary scale for officers is:

President - \$2.00/production hour (with \$.50 per instructional hour this is \$22.50 per week salary)

Vice President-Production - \$1.90/ production hour

Secretary/Personal Manager and Treasurer - \$1.80/production hour

Banking

The use of checks to pay the achievers, instead of cash, gives them experience in banking procedure.

The achievers are paid every Friday by company check. Bank accounts are established and each company has its own account check books. Banking procedures might be as follows:

- . Each Friday a bank teller opens the J. A. bank in the center.
- . Achievers present their checks for cashing
- . Checks will be cashed by company order
- . Companies must cash checks at center

Liquidation

See appendix

Incentives

Bonuses:

Bonuses are an effective way to reward outstanding production on

the part of companies or achievers, and for recognizing other types of superior performances. They might range from a transistor radio to a cash award. Any return on an achiever's share of stock is a share of the profits and should be understood as such.

Contests:

Company

This contest could be held weekly leading up to a yearly winner. The contest could be based on judging the following areas: production, observance of safety rules, cleaning, attendance/tardiness, records, company morale and teamwork and officer leadership.

Prizes could include bonuses, a trophy, free soda, etc.

Individual - Achiever of the Week

Each company submits the name of its top achiever selected on these criteria: attendance/tardiness; adviser recommendation or general attitude, work and cooperation, knowledge of J. A., business, and the sponsoring firm.

The final selection will be made by means of an interview and/or written exam.

Prizes would be certificates, cash, plaques, etc.

The "Most Outstanding Achiever"

Using the same criteria as those established for the "Achiever of the week" contest, each company, at the end of the program, would select its outstanding achiever.

An appropriate prize for this selection would be an expense-paid trip to the National Achievers Conference.

Company Tours:

Tours of the sponsoring companies are very well received by the participants and should be conducted by each sponsor.

Apart from general interest in such tours, the achievers have an opportunity to see how their product fits in with the sponsor's operations. This realization is a key factor in the achiever's business education.

Costs

Wage and Salary of members:

(based on 15 hour week)

1 hour instruction @ \$.50 =	\$.50	
2 hour production @ \$1.60 =	\$3.20	
	<u>\$3.70</u>	
	x 5	days
	<u>18.50</u>	
	x 8	weeks
	<u>148.00</u>	
	x 16	members
	<u>\$2368.00</u>	

Salary

President	180.00
VP Production	172.00
2 Secy/Treasurer @ \$164.00	<u>328.00</u>
	\$680.00

Total cost \$3048.00

Salary of Full-time Supervisor - \$200.00 x 10 weeks = \$2000.00

Insurance

Liability:

Insurance is available through the National Accounting Department.
Address all inquiries to this department.

Workmen's compensation: We want to re-emphasize the importance to all areas in carrying workmen's compensation for all staff people. It is especially imperative if you involve yourself in Summer Programs to make sure that any additional staff be so covered. Workmen's compensation is mandatory in a number of states and is strongly recommended by your National Organization to be carried at the local level by all areas regardless of whether it is mandatory by the state law or not.

We do not have a national policy for workmen's compensation as it may be secured only at the local level; this may be done by mailing an endorsement to your present policy.

Recap of Costs (Estimated) for an Eight-Week, Four-Company Program

		<u>PER COMPANY</u>	<u>TOTAL</u>
Salaries	(approx)	\$ 3,000.00	\$12,000
Pro-rata share of supervisor's salary		500.00	2,000
Overhead		500.00	2,000
Insurances **		300.00	1,200
Instructional materials *		100.00	400
J. A. Staff time *		<u>500.00</u>	<u>2,000</u>
	TOTAL	\$4,900.00	\$19,600

*Variable items

**The major portion of this charge is for workmen's compensation.

NOTE: These funds represent total outlay necessary to cover all the expenses involved but do not reflect net cost of the project. The net cost of the project should be considerably less after considering the value of the product or service received.

Accounting

Once the sponsors have allocated the funds to cover the costs of their unit, the procedures from this point should not have to involve the sponsors and should be handled by the J. A. staff.

A separate account for each company should be maintained for each company to cover costs that will vary for each unit. The J. A. staff would make disbursements from these accounts to the checking accounts of each company after receiving an invoice for the amount needed to pay wages and salaries.

Communications

Public Relations:

A well directed public relations program will increase the awareness of the entire community about the efforts of business and Junior Achievement to solve some of the employment problems of the inner city. The regular J. A. staff can be of great help to the Summer Director in this area since they are experienced in dealing with news media.

Encourage the sponsor to give the program coverage in their plant newspaper or magazine.

Communications within the Summer Program

It is suggested that the individual companies, or the Center, publish a newsletter for the Program.

A form for achievers to use to evaluate the Program should be developed and distributed during the last week.

Communications with Government

Governmental relations at the local level are the responsibility of the area. Any dealings with these agencies should stress the educational nature of the Summer Program.

Before entering into a relationship (other than those described herein) with a governmental agency, remember to check with appropriate Junior Achievement channels.

Members of the National Staff have been in contact with the Labor Department, and it is expected that relations with the Federal Government, with the exception of OEO agencies, will be conducted by the National Staff.



The "Achiever Record Card"
could be used in place of
this sheet

JOB EDUCATION PROGRAM

Junior Achievement of Ames, Inc.

Please Print Clearly
Fill out sections 1 to 3 now

for interviews
and assignments

Full Name _____ Nickname _____
 First Last

Address _____ Check: Boy ___ Girl ___
 Number Street City Zip

School _____ Course _____ Grade _____ Age _____

Check which item (s) interest you:

Production _____	Typing _____	Machinery _____
Selling _____	Mathematics _____	Shorthand _____
Bookkeeping _____	Decorative Art _____	Public Speaking _____

Have you had any experience in any of the following:

Selling _____

Typing _____

Bookkeeping _____

Decorative or Commercial Art _____

Production (what kind of equipment) _____

Part-time/summer job _____

In what other activities do you participate?
(name and position)

Work _____ Clubs _____

Sports _____ Others _____

To be completed during interview:

Prefers: Morning _____ Afternoon _____ No Preference _____

Seems interested most in company sponsored by _____

Least interested in company sponsored by _____

Friends of applicant also being interviewed are _____

Questions on the program asked by the achiever (use reverse side)

To be held two Fridays
before the start of operations

JOB EDUCATION PROGRAM

Junior Achievement of Cleveland, Inc.

Agenda for Adviser Training Session #1

1:30 I. Executive Vice President

- A. Welcome
- B. Introduction of staff; explanation of their function
- C. Brief history (local and national) of the Job Education Program.
- D. Introduction of 1968 Detroit film

1:45 II. Viewing of 1968 Detroit Film

2:00 III. Summer Program Director

- A. Outline of the Program's objectives
(include here comments on who was recruited and how the recruiting was done)
- B. Brief overview of company operations and the daily schedule.
- C. Explanation of adviser-counselling firm role: when covering advisers, in addition to discussing their general function, be sure to include the following:
 - 1) individual counselling of achievers by advisers where needed
 - 2) the need for one adviser from each company to be present at all times
 - 3) the transfer of authority from advisers to achievers
 - 4) (optional at this point, although you will want to cover this at some time) Evaluation of achievers - - why and how.

2:30 IV. Break

2:40 V. Adviser from the Regular Program (or any staff man)

- A. Benefits of advising a company
- B. Attitudes of young people the advisers might encounter
- C. Outline of the First Week
 - 1) Do not cover "contests and awards" now
 - 2) In going through this outline, the advisers will receive training on types of businesses,

by-laws, center rules, stock sales, duties of officers, etc.

- 3) Tell the advisers that they will conduct a mock first meeting next Friday; if you intend to assign specific sections of the meeting to the advisers, it could be done here.

2:50 VI. Break

4:00 VII. Tour of the Work Areas

4:20 VIII. Summer Director - - outline of the Education Schedule

- A. Stress the importance of these sessions
- B. Distribute tentative topic schedule
- C. Inform advisers which topics, if any, it is hoped that one of them will conduct, ask if there are any other topics they have some expertise on. Any adviser accepting responsibility for a topic should consult with the Summer Director about the content of the lecture.
- D. Tell them about guest speakers (who is definitely committed, the use of sponsoring firm executives)
- E. Notebooks, program materials
- F. Desirability of achievers' to think about the material in advance.
- G. Counselling firm tours

4:50 IX. Open Forum

5:00 X Adjourn

To be used on the Friday
before the start of operations

JOB EDUCATION PROGRAM

Junior Achievement of Cleveland, Inc.

Agenda for Adviser Training Session #2

- 1:30 I. Summer Program Director - - outline of 2nd through 9th week.
- A. Friday of each week
1. Hold Board Meeting; issue paychecks
 2. Assemble all achievers, by company, to announce
 - a. the nominees for achiever of the week
 - b. the winning achiever of the week
 - c. the company of the week
- B. This schedule will be repeated through the 8th week, except for July 4th and the day of the picnic.
- C. For the 9th week, see the liquidation schedule, Appendix 10.
- 1:45 II. Role-Playing for the First Meeting
- 3:00 III. Break
- 3:10 IV. Explanation of finances and books and records (by any person completely familiar with these aspects)
- A. General outline: structure of finances, billing, banking procedures
- B. Corporate secretary's book
1. By-laws
 2. Stockholders' record
 3. Minutes
 4. Lease
 5. Exit interview
- C. Treasurer's book
1. General record

2. Management record form
3. Timekeeping*
4. Payroll*

4:00 V. Break

4:10 VI. Summer Program Director - - outline of incentives
and awards

- A. Bonuses
- B. Achiever of the week; most outstanding achiever;
achiever of the year
- C. Company of the week; company of the year
- D. NAJAC Travelships
- E. Scholarships

4:30 VII. Open Forum

5:00 VIII. Adjourn

*To be the duties of the secretary in the Summer Program

JOB EDUCATION PROGRAM

Junior Achievement of Southeastern Wisconsin, Inc.

(Note: Most of this material is excerpted from the Company Manual. It is included in this manual to avoid having to sort through the sections of the Company Manual that are not applicable, and to incorporate some additions that apply specifically to the Summer Program.)

ADVISERS' MEETING GUIDELINES

The first meeting is the most important in the J. A. Summer Employment Program. In one way it is the most difficult because advisers and achievers are strangers and everything is new. On the other hand it is probably the simplest and easiest meeting, because advisers are in direct control throughout.

The advisers definitely establish the tone of the meeting. Keep the atmosphere easy and friendly but set a fast pace. We know that the achievers are curious about the world of business, so be businesslike for them; make them feel they did the right thing when they joined the Job Education Program.

Advisers should arrive early before the first meeting. As the individual achievers enter the area, an adviser should greet each one personally, hand out a blank "Achiever Record Card" and pencil, and suggest that the card be filled out while the others are arriving. Visit around to see that the cards are being filled out properly. Distribute leaflets on the sponsoring firm, and the J. A. Company Manuals. It helps break the ice if advisers wear name cards. The achievers should have some identification also.

I. Register and Introduce Members

- A. Call meeting to order at 9:00 a.m.
- B. Collect the "Achiever Record Cards," and check to see that the cards are all filled out.
- C. Introductions
 1. Advisers introduce themselves, telling their positions with the counselling firm
 2. Ask achievers to stand one at a time, introduce themselves, and tell:
 - a. School and class
 - b. Anything else they want to tell about themselves
 3. During introductions above, advisers note key facts about achievers on the reverse sides of their background sheets.

These facts will help you:

- a. to become acquainted with achievers
- b. to determine aptitudes for assignment
- c. to evaluate prospective company officers

II. Explain the J. A. Job Education Program

This part of the meeting is orientation for the achievers. It will give them confirmation of their decision to join J. A. This is a chance to endorse motives, stimulate ambitions, offer benefits of membership. Don't lecture; just talk in a conversational tone, covering these points:

A. Why you are here as members

1. In J. A. you can meet new people, learn about our business system and your place in it, discover your aptitudes and develop your talents.
2. There are many sides to J. A. and its operation and each of you will have a better opportunity to reach your goals because of J. A. The better we all work together, the more each will benefit from the experience.
3. Earn some money

B. How will the program operate?

1. One of the purposes of the Job Education Program is to help you understand the operations of business. You learn about business by starting a business of your own. You operate as an adult business operates only on a smaller scale. You will sell stock, elect officers, name your company, make a product, and receive \$1.60 per hour for each hour of production.
2. You learn by doing things yourselves, by practical experience. We advisers are businessmen ourselves. We are here to help you get started and to give you advice when you need it. But you will make the decisions. It's your company.
3. Although you should learn a lot in the two hours each day that your company will operate, you will learn as much, if not more, in the hour that is set aside daily specifically for your education. There will be films, people from business and the community as guest speakers, topics which should be helpful to you, and a tour of the sponsor's plant. Already scheduled are talks on (.), and you will have an opportunity to ask all the speakers questions. For some of the topics, you will be asked to read some material in advance, but this shouldn't take too much time. You shouldn't feel that this is going to be like a classroom; we want you to enjoy this hour, and you will be paid \$.50 to go to it.
4. You must attend the full three hours each day.

C. How will you benefit?

1. Each of you should look for some personal benefits from J. A. Let's take a look at what you can expect to gain from your company experience. Why did you join?
2. The list of benefits is a big one. It shows that there will be benefits for each of you if you go after them.

Benefits are:

Gain new ideas
Find out about business opportunities
Develop leadership
Improve self-confidence
Acquire business experience
Secure experience that will help choose
a career and find a job
Get a job reference

3. Explain

The total pay each achiever should receive
Bonuses
Contests (company and personal) and
their awards (NAJAC, etc.)
Scholarships (if applicable)

III. Explain How Business Operates

A. There are three major types of business organization. The form used in J. A. is the one that is best for our purposes.

1. The sole proprietor form consists of a single owner. He finances and manages the business.
2. The partnership form includes two or more owners. If one of them leaves, the others have to buy out his shares or break up the partnership.
3. The corporate form makes it possible for many people to operate together. Even though members change, the business goes on. We use the corporate form in J. A.

B. This is the way you will operate under the corporate form.

1. You will secure a charter from Junior Achievement
2. You will set up the management of your company, pay wages, write checks. You will really be in business. You will be the Board of Directors of your company. Some of you will be officers of the company.

C. Describe counselling company, who it is, what it does, and its part in our economic system.

D. Rules and regulations: as adopted by the Center.

After the company is started, it may add special company rules to this list.

IV. Briefly explain product and production set-up

(This is done here to satisfy the curiosity the achievers will have about what they will be doing and to help them

come up with a company name.)

- A. Show product
- B. Tell what it is and how the sponsoring firm makes use of it.
- C. Describe production - - outline steps, stress interesting and important features.

V. Select a Company Name

- A. Keep names short and business-like. Typical names describe the nature of the product, the quality of the product, or an identification such as with school, J. A. Community, or counselling firm.
- B. Stimulate group participation. Invite suggestions.
- C. List the better names (use blackboard if available).
- D. Select the best name by elimination.
- E. The name must not include CORPORATION, INCORPORATED, LIMITED, or any abbreviation of these words. These are legal terms that can be used only when government grants the charter. Instead, the phrase "A Junior Achievement Company" should follow your company name because your charter is granted by J. A.
- F. Vote adoption of the name by a show of hands.

VI. Apply for Charter

- A. Explain need for a charter
 - 1. All businesses using corporate form must secure charters from State government.
 - 2. Your charter is issued by Junior Achievement, it is required of all J. A. companies.
- B. Members vote to apply for charter
- C. Complete Charter Application
 - 1. Advisers supervise carefully for completeness and legibility.
 - 2. All achievers "sign" their legal signature under roster of Charter Members. They "print" the other information required (address, city, etc.)
 - 3. Detailed instructions are on the form itself. Review thoroughly.
- D. Turn in charter application.

VII. Explain the By-Laws

- A. Explain that the by-laws are the basic rules for operating the corporate form of business.
 - 1. Once approved by you as the Board of Directors, only the Board can change them.
 - 2. They give the duties of officers.
 - 3. They describe the responsibilities of the Company.
 - 4. Junior Achievement has a standard set of by-laws for J. A. companies.
- B. Members vote to adopt by-laws
 - 1. The corporate secretary, when elected, will be responsible for the by-laws and will be chairman of a committee to recommend changes to fit our needs.
 - 2. Post a copy of by-laws for reference.

VIII. Stock

- A. Capitalism is the economic system that permits business to organize for individual profit. Capital is the cash new companies need to start producing their product. (In an established business, capital includes many assets in addition to cash, such as buildings and machinery) Because (company name) has an arrangement with (sponsor's name) whereby the sponsor provides raw materials and agrees to purchase the finished product in exchange for paying wages, salaries and some other costs, the need for capital is not as great as it would otherwise pay. This agreement does not cover the first payment for the rent of the Center by the company, so that the company must pay the \$20.00 charge itself.* This money will be raised by selling shares of stock in your company. Not only will you raise money, but each of you will become an owner of the company. Successful companies return the amount of the original investment plus a dividend, or share of the profits.

(Note: Due to the economic circumstances of these achievers, it may be difficult for them both to sell a share to another and to buy one for themselves. If they sell a share of stock as well as buy one, rent would be \$40.00)

- B. If it is decided to have the achievers both buy a share of stock and sell one to another, insert here the material from page 21 of the Adviser Edition of the Company Manual, changing the "3" certificates to "2." If the achievers are not going to sell an additional share, insert section "C" only. Any adviser can cover this.
- C. For the share of stock the achiever must buy, the following procedure is suggested:
1. Each achiever will purchase a share from another achiever in the company; if the number of achievers in the company is odd, one achiever will purchase a share from himself so he will have a vote.
 2. Instead of each achiever's collecting a dollar from one another, the treasurer (when elected) should deduct \$1.00 from each achiever's wage or salary payment.
 3. The treasurer will then make out a check to Junior Achievement of (area name) Inc. and this money will be transferred to the separate fund for each company that the program maintains.

IX. Question-and-Answer Period (as needed)

X. Safety Instructions

* Any item could be substituted for "rent" as long as the achievers appreciate the need for capital from having to

pay for it.

- ** At some time during the year, the advisers should demonstrate the record system to all achievers. The achievers should understand cost involved, and how their records don't reflect some of these (as well as the inaccuracies involved in arriving at a figure for sales income). Part of the "agreement" between the sponsor and the J. A. company would be that a percentage of the "profit" figure will be distributed as a dividend and/or loans.

XI. Production

Planning pays off. This preview translates the product selected into specific production steps. Every production plan will be different, according to the product. Advisers who have planned their presentations will demonstrate self-assurance, will make the achievers confident that results are going to happen soon.

Encourage participation. Ask questions as you go along. Some of the answers will reveal know-how, identify potential department heads. Questions will also show gaps of knowledge that need to be filled.

- A. Review product
 - 1. Have one finished product and one "exploded sample".
 - 2. Show assembly step-by-step.
 - 3. Pass around pieces and materials for achievers to examine.
 - 4. Explain benefits of teamwork in assembly-line production.
 - a. There is a job for everyone
 - b. Efficient use of tools increases production, cuts costs.
 - c. Teamwork makes possible results no single person could attain.
 - d. This will be a regular factory in miniature.
 - 5. Promise variety of experience through job rotation.
- B. Demonstrate machines and production methods
 - 1. Show what work is done on each machine.
 - 2. Explain how each machine is operated under safety rules.
 - 3. Machines are leased from J. A. office. Careful use keeps cost down.
 - 4. Demonstrate production steps.
- C. Make preliminary production assignments.
 - 1. Assign individuals to jobs and have them take stations for assigned job.
 - 2. Explain that this gives an idea of how company will operate once production begins.
 - 3. Remind that jobs will be rotated to provide more experience.

4. Announce that production quotas will be decided on by the officers.

XII. Conference with summer director for advisers.

2nd day

- I. Record Attendance
 - A. On attendance form to turn into J. A. Office
 - B. On record cards to help you identify achievers
- II. Review Progress to Date
- III. Organize Board of Directors
 - A. Explain the Board
 1. In the corporate form of business organization, the stockholders own the company. Each share of stock is a share of the company, and each share gives the stockholder one vote in the operation of the company. In a big corporation there are millions of stockholders.
 2. The stockholders cannot be expected to operate the company personally.
 3. The solution is for the stockholders to elect a Board of Directors to operate the business. (The election is for the most part by proxy votes. The people to whom you sold the stock have assigned their votes to you by proxy) (Not applicable if only achievers buy shares.
 - B. Form the Board
 1. Every member of this company should be a member of the Board of Directors. In this way each member will have personal experience with this phase of business organization.
 2. The way to form the Board is for each of you to vote your own shares and the shares of people to whom you sold stock for the election of the members as Board of Directors. Vote for this by a show of hands, now.
 3. You are now each a member of the Board of Directors of this company. Now let's go into detail about what you will do.
 - C. Duties and Responsibilities of the Board
 1. Represent the stockholders who elected you.
 2. Make over-all plans for the company. You made some of these unofficially yesterday when you selected your name.
 3. Elect officers. In a few minutes you will elect some of your officers.
 4. Maintain efficient management.
 5. Approve reports of officers.
 6. Formulate policies

- D. Meeting time for J. A. Company Board of Directors
 - 1. Weekly on Friday morning.

IV. Prepare Lease

- A. Explain lease to members of company
 - 1. Arrangements for workspace, machines, tools, and equipment are a first step in business.
 - 2. J. A. lease includes:
 - a. Rent
 - b. Heat, light, power
 - c. Furniture and fixtures
 - d. Tools and equipment
 - 3. Company will comply with center rules for use of above and for housekeeping.
 - 4. Company determines what is needed; negotiates with J. A. office to determine what is available. Complete lease and compute charges.
- B. Company considers needs, studies items available and the charges, and draws up lease for recommendation to the Board. Charges will be billed to the company so that the treasurer can account for the cost.

V. Initiating Election Procedures

- A. Stress the importance of good officers
- B. Cover the duties of officers (see Appendix #8) and their salary scale. One further duty will be the responsibility to attend the officer training session to be scheduled for some afternoon or the coming weekend.
- C. Achievers interested in the various offices should fill out "officer candidate petitions," with voting to take place at the next meeting. Achievers should be urged to consider which members would be good officers.

VI. Questions and Answers

VII. Production (review steps as needed)

VIII. Confer with the Summer Program Director

- I. Record Attendance 3rd Day

- II. Start Production
(Three achievers who have volunteered for the nominating committee meet with an adviser. Advisers should refer to P. 35 of the adviser edition of the Company Manual)

- III. Report of the Nominating Committee and Nominations from the Floor (if any).
Review duties of officers.

- IV. Nominees Give Qualifications (short speech)

- V. Elections

VI. Formal Installation of Officers

This is the turning point in the organization of the company. Up to now you have had a set schedule, with the initiation of ideas coming from the achievers. Your advisers will still be available for consultation, advice and guidance. But the decisions will now come from the Board of Directors; the officers will now exercise leadership, and department heads will supervise the operations. You can now truly say, "This is OUR COMPANY."

INSTALLATION OF ELECTED OFFICERS

Each of the officers will take the following installation pledge: "I do hereby pledge that I will faithfully perform the duties of _____ of _____ Company, and uphold the policies of Junior Achievement."

VII. Open Bank Account

(Bankers will be in for explanations)

- A. Explain need for bank account
 - 1. Need safe place for cash
 - 2. Bills must be paid by check - - good business
 - 3. Payroll will be paid by check
- B. Describe the banking service available
 - 1. The details will depend on local arrangements
 - 2. Make out resolution and signature cards on forms provided by bank
 - 3. President, treasurer, and two advisers sign resolutions

VIII. Production Resumes

(Officers to be shown duties and prepare for first payday)

4th day

Education Sessions Begin

5th day

- 1. Hold first board meeting; officers announce quota for next week.
- 2. Issue Paychecks

JOB EDUCATION PROGRAM

JUNIOR ACHIEVEMENT OF MISSISSIPPI VALLEY, INC.

Special Duties of Officers*

Duties of the President

- 1) Each company president is to be responsible for his company's progress.
- 2) He will be responsible for the coordination of the company functions.
- 3) Each president has the right to call a meeting when he feels it is necessary.
- 4) The president is responsible for his area being clean and all materials and tools functioning properly.
- 5) The president has the responsibility of volunteering and enforcing the services of his company in keeping the general Center areas clean.
- 6) The president will be held responsible for excessive "horseplay" and general misconduct. The company will be docked points according to the situation.
- 7) The president has the power to recommend the dismissal of any member of the company who he/she feels is not meeting his or her responsibility.
- 8) The company has the right to impeach its president if the situation warrants it.
- 9) Impeachment procedure involves a 2/3 majority vote.
- 10) Any president who is impeached will become a production worker.

* See also the Officer Handbook and the J. A. Company Manual.

Duties of the Vice President (Production)

The Vice President of production will be responsible for all production procedures. These include the following:

- 1) Total inventory for his or her company to be turned in to the Center manager.
- 2) Shipping and receiving schedule to be approved by the adviser.
- 3) Daily production goals and attainment of those goals.
- 4) All records necessary to keep track of any material received, produced and shipped by the company.
- 5) Acquisition of all materials scheduled for production in the process of a day. (Along with assignment of people to bring to and receive from the shipping and storage area.)

Duties of the Secretary/Personnel Director

- 1) The company secretary is responsible for all attendance records and is to keep track of the time and wages of each member. He or she is to turn records in by 9:15 am.*
 - 2) The executives in each company are to set up a financial deduction process for tardiness, to be administered by the secretary.
 - 3) Four excused absences, 2 non-excused absences constitute grounds for expulsion of a member.
 - 4) The company secretary is to be at all meetings to take notes.
 - 5) Any individual efforts on the part of the secretary to improve the company will be rewarding.
- * The duties outlined in paragraph 1 are those of the assistant treasurer in the Winter Program.

Duties of the Treasurer

The treasurers are responsible for all financial transactions and bookkeeping of the company, including the preparation of payroll checks and the "Management Record Form."

JOB EDUCATION PROGRAM

Junior Achievement of Loveland

General Center Rules

- 1) Achievers are not to leave the Center at any time during company meetings unless accompanied by an adviser and with permission of the summer director.
- 2) Any breaks will be taken within the Center and preferably within the assigned company area.
- 3) Achievers should not leave their assigned work areas at times other than breaks unless they have business which requires being outside their area.
- 4) The Center telephone is for local calls associated with J. A. business; i.e., calls to parents, calls to achievers' homes by personnel directors, suppliers, etc. Any long-distance charges will be charged to the appropriate company when known, to all the companies when not known.
- 5) Each company is responsible for clean-up of its work area. A janitorial charge will be made to any company not leaving a clean, neat area.
- 6) Losses of personal property and valuables are not the responsibility of Junior Achievement. Therefore, please do not leave any valuables or cash unattended in any company area or in the J. A. office.
- 7) Regarding dress during the J. A. meeting, the only items not allowed are shorts. Slacks, levi's or any work type clothes are permissible. Avoid long sleeves or other potentially hazardous dress.
- 8) No smoking, except in the lobby area or at the outside rear of the building.
- 9) No horseplay will be tolerated.
- 10) Safety is everyone's first concern. Only persons who have been checked out to operate power equipment may enter the Shop. Production advisers should closely supervise all Shop activities and immediately intervene if unsafe practices are observed. All injuries should be reported immediately.

- 11) All company materials, records and tools should be stored in the assigned metal lockers. All locker keys must be tagged and left with the director at the end of company meetings. Company records must not be removed from the Center.
- 12) Each achiever is expected to be in attendance regularly. Four excused absences and two unexcused absences constitute grounds for dismissal.
- 13) Each achiever is expected to behave in a business-like manner and to have respect for the other employees.

Note:

In addition you will want to set a Center policy on:

- a) the use of radios in J. A. companies; and
- b) what will constitute grounds for dismissal in the areas of tardiness, discipline, etc.

JOB EDUCATION PROGRAM

Junior Achievement of Mississippi Valley, Inc.

Liquidation Count-Down

<u>9:00 a.m. - 12:00 NOON</u>	Production for members
Liquidation with All Officers in Attendance	
<u>9:00 a.m. - 9:15 a.m.</u>	Prepare for Liquidation
<u>9:15 a.m. - 9:45 a.m.</u>	Review
	1) Treasurer's books
	2) All records
9:45 a.m. - 10:00 a.m.	Make a list of stockholders (<u>secretaries</u>)
10:00 a.m. - 10:15 a.m.	Prepare envelopes for company members no longer employed (<u>secretaries</u>)
10:15 a.m. - 10:30 a.m.	Make up liquidation report for stockholders (<u>presidents and</u> <u>treasurers</u>)
10:30 a.m. - 10:45 a.m.	Send letters notifying stock- holders of present general status. (<u>presidents and vice-presidents</u>)
10:45 a.m. - 11:00 a.m.	Break (<u>all officers</u>)
11:00 a.m. - 11:15 a.m.	Prepare checks (<u>treasurers</u>)
11:15 a.m. - 11:45 a.m.	General review of year with officers
11:30 a.m. - 12:00 NOON	Dismantle production setup
<u>Last Day</u>	
9:00 a.m. - 11:00 a.m.	Advisers' review of the year; open forum for discussion, suggestions. Formal Liquidation
11:00 a.m.	Awards luncheon

1970 COUNSELLING FIRMS

Western Electric - Baltimore, Maryland
C & P Telephone - Baltimore, Maryland
Westinghouse Electric - Baltimore, Maryland
Baltimore Gas & Electric - Baltimore, Maryland
Univac Division of Sperry Rand - Utica, New York
Atlantic Richfield - Philadelphia, Pa.
Merck Division of Merck, Sharp & Dohme - Philadelphia, Pa.
Philadelphia Electrical Academy - Philadelphia, Pa.
Univac Division of Sperry Rand - Philadelphia, Pa.
Motor Wheel Corp. - Lansing, Michigan
Olds Division GMC - Lansing, Michigan
Western Electric - Columbus, Ohio
Ohio Bell Telephone - Cleveland, Ohio
Western Electric - Cleveland, Ohio
Eaton, Yale and Towne - Cleveland, Ohio
General Electric - Cleveland, Ohio
TRW - Cleveland, Ohio
Kirby Division of Scott and Fetzer - Cleveland, Ohio
Cleveland Trust Company - Cleveland, Ohio
U. S. Steel - Pittsburgh, Pa.
Westinghouse Electric - Pittsburgh, Pa.
WABCO (Westinghouse Air Brake Co.) - Pittsburgh, Pa.
Goodyear Tire and Rubber Co. - Akron, Ohio
A. Schulman, Inc. - Akron, Ohio
Bellows - Valvair - Akron, Ohio
Firestone Tire and Rubber Co. - Akron, Ohio
The B. F. Goodrich Co. - Akron, Ohio
Yellow Cab - Louisville, Ky.
Philip Morris - Louisville, Ky.
General Electric - Louisville, Ky.
International Harvester - Louisville, Ky.
General Electric - Owensboro, Ky.
Texas Gas - Owensboro, Ky.
Ideal Pure Milk - Owensboro, Ky.
Central Bank and Trust - Owensboro, Ky.
Katterjohn Concrete Products - Owensboro, Ky.
W. R. Grace & Co. - Owensboro, Ky.
Western Kentucky Gas Co. - Owensboro, Ky.
Glenmore Distilleries - Owensboro, Ky.
National Cash Register Co. - Dayton, Ohio
A. D. Smith Corporation - Milwaukee, Wisconsin
Allis Chalmers - Milwaukee, Wisconsin
Wisconsin Gas Co. - Milwaukee, Wisconsin
Western Electric - Milwaukee, Wisconsin
Wisconsin Telephone Co. - Milwaukee, Wisconsin
Indiana Bell Telephone Co. - Milwaukee, Wisconsin
Ford Motor Co. - Indianapolis, Indiana
Eli Lilly and Co. - Indianapolis, Indiana
Public Service Electric and Gas Co. - Newark, New Jersey
New Jersey Bell Telephone Co. - Newark, New Jersey
Monsanto Co. - St. Louis, Mo.
Emerson Electric - St. Louis, Mo.
Pacific Telephone & Telegraph - San Francisco, Calif.
Southern Pacific Transportation Co. - San Francisco, Calif.
Bendix Corp. - South Bend, Indiana